

# Title II of the Higher Education Act

## Institutional Report

### APPENDIX C

#### Annual Institutional Questionnaire on Teacher Preparation:

**Academic year: 2001-2002**

Office of Postsecondary Education, U.S. Department of Education

**Report Year 3:** (Fall 2001, Winter, 2002, Summer 2002)

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### Section I. Pass rates.

Please provide the information in Tables C1 and C2 on the performance of completers of the teacher preparation program in your institution on teacher certification/licensure assessments used by your state.

Program completers for whom information should be provided are those completing program requirements in the most recent academic year. Thus, for institutional reports due to the state by April 7, 2001, the relevant information is for those completing program requirements in academic year 1999-2000. For purposes of this report, program completers do not include those who have completed an alternative route to certification or licensure as defined by the state.

The assessments to be included are the ones taken by these completers up to 5 years before their completion of program requirements, or up to 3 years afterward. (Please note that in 3 years institutions will report final pass rates that include an update on this cohort of completers; the update will reflect scores reported after the test closure date.) See guide pages 10 and 11.

In cases where a program completer has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 program completers taking the same assessment in an academic year for data on that assessment to be reported; for aggregate or summary data, there must also be at least 10 program completers (although not necessarily taking the same assessment) for data to be reported.

Note: The procedures for developing the information required for these tables are explained in the National Center for Education Statistics document entitled *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation: Title II, Higher Education Act*. Terms and phrases in this questionnaire are defined in the glossary, appendix B of the guide.

### Section I. Pass rates.

**Table C1: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program**

<i>Table C-1</i>	<i>HEA - Title II 2001-2002 Academic Year</i>
<b>Institution Name</b>	University of Missouri - Kansas City
<b>Institution Code</b>	6872
<b>State</b>	Missouri
<b>Number of Program Completers Submitted</b>	102

Number of Program Completers found, matched, and used in passing rate Calculations <sup>1</sup>	91				Statewide		
Type of Assessment	Assessment Code Number	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
<b>Professional Knowledge</b>							
Principles of Learning and Teaching (5-9)	523	1			9		
<b>Academic Content Areas</b>							
Art: Content Knowledge	133	6			96	95	99%
Early Childhood Education	020	2			295	288	98%
Elem Edu: Curriculum, Instruction, and Assessment	011	32	29	91%	1679	1606	96%
English Lang., Lit. and Comp. : Content Knowledge	041	12	12	100%	192	191	99%
French: Content Knowledge	173	4			11	10	91%
Mathematics: Content Knowledge	061	2			97	91	94%
MS English-Language Arts: Content Knowledge	049	1			31	30	97%
MS Mathematics: Content Knowledge	069	1			51	49	96%
MS Science: Content Knowledge	439	1			39	97	95%
Music Education: Content Knowledge	113	7			124	124	100%
Physical Education: Content Knowledge	090	4			214	205	96%
Spanish	190	4			1		
<b>Other Content Areas</b>							
<b>Teaching Special Populations</b>							
Special Education	350	14	12	86%	171	165	94%

**Table C2: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program**

<i>Table C-2</i>	<i>HEA - Title II 2001-2002 Academic Year</i>					
<b>Institution Name</b>	University of Missouri - Kansas City					
<b>Institution Code</b>	6872					
<b>State</b>	Missouri					
<b>Number of Program Completers Submitted</b>	102					
<b>Number of Program Completers found, matched, and used in passing rate Calculations<sup>1</sup></b>	91			Statewide		
<i>Type of Assessment<sup>2</sup></i>	<i>Number Taking Assessment<sup>3</sup></i>	<i>Number Passing Assessment<sup>4</sup></i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment<sup>3</sup></i>	<i>Number Passing Assessment<sup>4</sup></i>	<i>Statewide Pass Rate</i>
Aggregate - Basic Skills						
Aggregate - Professional Knowledge	1			10	9	90%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	76	70	92%	3275	3155	96%

Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)				156	156	100%
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)	14	12	86%	270	256	95%
Aggregate - Performance Assessments						
<b>Summary Totals and Pass Rates<sup>5</sup></b>	91	83	91%	3711	3575	96%

<sup>1</sup> The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

<sup>2</sup> Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

<sup>3</sup> Number of completers who took one or more tests in a category and within their area of specialization.

<sup>4</sup> Number who passed all tests they took in a category and within their area of specialization.

<sup>5</sup> Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total pass rate.

## **Section II. Program information.**

A Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during academic year 2001-2002, including all areas of specialization.

1. Total number of students enrolled during 2001-2002: **342**

B Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 2001-2002? **104**

3. Please provide the numbers of supervising faculty who were:

**7** Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

**7** Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

**1** Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 2001-2002: **15**

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): **7/1**

5. The average number of hours per week required of student participation in supervised student teaching in these programs was: **40** hours. The total number of weeks of supervised student teaching required is **12**. The total number of hours required is **480** hours.

C Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state?

☒ Yes ☐ No

7. Is your teacher preparation program currently under a designation as “low-performing” by the state (as per section 208 (a) of the HEA of 1998)? ☐ Yes ☒ No

NOTE: See appendix A of the guide for the legislative language referring to “low-performing” programs.

### **Section III. Contextual information (optional).**

#### **A. Please use this space to provide any additional information that describes your teacher preparation program(s).**

The University of Missouri-Kansas City teacher preparation program has been conceived with the need to education teachers for the 21<sup>st</sup> century well in mind. The themes of urban education, education for a global society, and the teacher as reflective practitioner have guided the conception and implementation of the program.

One of the historic missions of schools in the United States is to education citizens for democracy and our democracy cannot afford to have citizens who are ignorant of the diverse cultures and perspectives that contribute to the broader culture. Thus multicultural education is a key component of the UMKC program. Multicultural education is a broad concept that includes attitudes and values as well as curriculum and pedagogy. Meeting the needs of diverse learners refers not only to cultural diversity, but diversity in such things as: learning styles, individual strengths and enabling conditions, personal interest, family support systems and so on.

The day-to-day lives of average citizens are ever more influenced by far-flung global events. Such increased human interaction has the potential for both cooperation and conflict. Thus global education is an important theme in the program. Global education refers to efforts to cultivate in young people a perspective of the world that emphasizes the interconnections among cultures, species, and nations.

The concept of the teacher as a reflective practitioner is crucial to the realization of the goals described above. This image of the work of teaching recognizes that classrooms are complex social phenomenon and that teachers must be able and willing to make informed judgments about their practice, about the curriculum and the aims of education and schooling.

#### **B. Missouri has asked each institution to include at least the following information.**

##### **1. Institution Mission**

The mission of the University of Missouri-Kansas City School of Education is:

- a. To prepare competent, interdisciplinary professionals for a variety of leadership roles in education and human services with regard to a diversity of social issues and concerns;
- b. To conduct basic and applied research that significantly advances the understanding of education and human development; and
- c. To provide defining and collaborative leadership in service to our urban constituencies, and to the state, national and international communities.

##### **2. Educational Philosophy**

The educational philosophy of the teacher preparation program at the University of Missouri-Kansas City is to prepare teachers who have a strong liberal arts education and who are well-grounded in their content field(s); who demonstrate the development of pedagogic skills; and who possess a professional and caring commitment to education. The concept of the practitioner as a thoughtful decision maker, a reflective practitioner, is at the heart of the program. Reflective inquiry is understood as a means to enable teachers to better prepare young people to become self-directed learners in a democratic society. Program goals reflect the current knowledge base of teacher education as well as a commitment to the preparation of teachers who will be able to practice in schools as they are, and schools as they might be.

### **3. Conceptual Frameworks**

The conceptual framework of the UMKC teacher education program is grounded in the unit-wide model “Professional Educators as Reflective Practitioners.” The School is committed to the concept of the practitioner as a thoughtful decision-maker, applying knowledge gained from both practice and theory toward the ongoing improvement of teaching and learning. However, reflection is recognized as a process and not an end in itself. In the UMKC Teacher Preparation Program reflective inquiry is understood as a means to enable teachers to better prepare young people to become self-directed learners in a democratic society.

### **4. Program completers who teach in the private schools and out of state**

**Private Schools:**

**Out-of-State:                      14**